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ABSTRACT

This report discusses the proceedings of the first workshop for foreign student advisers in which were stated and explained the policies, procedures, and expectations of participating universities. The activities of the Agency for International Development (AID) and its International Training Specialists are examined in relation to the work performed by the National Association for Foreign Student Affairs (NAFSA) and its Foreign Student Advisers. Matters affecting the AID participant and his program which are of concern to university personnel, other than AID and NAFSA members, are examined. A section comments on cooperation in international training. A list of workshop participants and the workshop program are included. (RL)

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REPORT

OF THE

AID - NAFSA WORKSHOP

FOR

FOREIGN STUDENT ADVISERS

under the auspices of

Agency for International Development

and

National Association for Foreign Student Affairs

FL001805

MERIDIAN HOUSE, WASHINGTON, D.C.
November 17, 18, 1969

REPORT

OF THE

AID - NAFSA WORKSHOP

for Foreign Student Advisers

at

Meridian House
on
November 17-18, 1969

CO-CHAIRMEN:
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Agency for International Development

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President, National Association for Foreign Student Affairs

EX-SPEED-ITE SERVICE, INC., WASHINGTON, D.C.
APRIL 1970

A.I.D.-NAFSA WORKSHOP REPORT

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The participants in the Workshop take this opportunity of expressing their appreciation of the hospitable arrangements made for them by the Staff of Meridian House.

Mr. Eugene Chamberlain, President of NAFSA, addresses conferees at the Workshop.

INTRODUCTION

The A.I.D. Participant

Under the sponsorship of A.I.D. and its predecessor agencies, nearly 120,000 foreign nationals have come to the United States during the past twenty-two years for academic, practical or observational training. During the past decade the emergence of new nations has re-emphasized the need for human resource development. Each year about 5,000 new trainees arrive in the United States to join in programs designed to develop technical skills and knowledge and to change attitudes toward development and modernization. More than fifty percent of the participants sponsored by A.I.D. are enrolled in American colleges and universities for periods of from one month to several years.

While Foreign Student Advisers are responsible for all foreign students at their institutions, irrespective of their sponsorship or status as private students, the A.I.D. participant-student differs in one respect from all other foreign students. The A.I.D. foreign student has the endorsement of his country and has been brought to the United States for a specific study program under a bilateral agreement between his own government and the United States. Regardless of his field of training or whether his objective is the acquisition of technical skills or an academic degree, an A.I.D. participant's training has been clearly defined in advance as to the course that he is to pursue. There has also been agreement on the limitation on time and funds for the achievement of his objective. Selection by his government, in conjunction with the A.I.D. Mission in his country, has been based upon his experience, aptitude and leadership potential. It is expected that, upon his return, he will be able to make a positive contribution to the development goals of his nation in the context of the Country Assistance Plan.

The National Association for Foreign Student Affairs

The National Association for Foreign Student Affairs (NAFSA) is the professional association for all those whose work is with people and programs in international educational exchange in all of its aspects. The membership of the association includes foreign student advisers, Fulbright Program advisers, members of university international offices, teachers of English as a second language, foreign student admissions officers, those serving in

community programs for foreign students and those who have responsibility for educational exchange activities, in government and private agencies and in business enterprises.

There are within the association four professional sections, the Admissions Section, the Association of Teachers of English as a Second Language, the Community Section and the Council of Advisers to Foreign Students and Scholars. The function of the association is to provide, through its professional sections and national committees, a comprehensive coordination of the activities of all those who are concerned with the academic and personal welfare of foreign students, to set standards of service and to develop new techniques and programs in all aspects of foreign student education.

Office of International Training

Within A.I.D. the Office of International Training establishes policy and designs participant programs, either directly or in cooperation with other government agencies. The Program Division of OIT is staffed by experts in the specialized fields on a regional basis to conform with the Agency's regional bureau pattern. These specialists known as International Training Specialists (formerly Program Development Officers, or PDOs) are responsible for arranging the actual training program, or for assigning it to a participating agency specialist. The ITS monitors all aspects of the training of all participants under his supervision.

The International Training Specialist's principal university contact varies according to the institution in which a participant is enrolled. In some instances, it may be the FSA, the academic adviser or the department head. In land-grant colleges it is usually the U.S. Department of Agriculture contact officer. If there is a university contract, the liaison may be the contract representative.

Despite the lack of uniformity, invariably the FSA becomes involved when problems arise concerning the participant. Foreign Student Advisers are frequently called upon to act as middlemen between participants and their academic advisers and the ITS. In view of this role, it is important that FSAs be kept informed of A.I.D. regulations and procedures which govern the participant's program.

Over the years, however, it has become apparent that there is wide variation among the FSAs regarding the degree of their knowledge of A.I.D. training procedures, as well as differences in

the extent of the services they perform for participants and the kind of problems with which they must cope. Further, communication between OIT and FSAs generally was limited to calls or correspondence concerning specific participant problems, or to individual campus visits by ITS which, most frequently, were of a trouble-shooting nature. In 1969, aware that an exchange of views between FSAs and members of the Office of International Training was long overdue, A.I.D. provided funds under a contract with NAFSA for a two-day pilot workshop designed to strengthen cooperation between the Agency and FSAs at institutions which had a significant number of A.I.D.-sponsored Students.

The Workshop

The first of what is hoped will be a series of workshops was held at Meridian House in Washington, D.C. on November 17-18, 1969. Jointly selected by OIT and NAFSA, thirty-two FSAs and Directors of International Services Offices from institutions with large numbers of A.I.D. participants, or those with a great number of participant problems, met with ITSs and other OIT staff for a general discussion of matters of mutual concern.

In order to focus on the most commonly encountered problem areas, the program was based upon topics suggested by the Foreign Student Advisers and OIT staff. Advance informational materials sent to the FSAs included a complete set of OIT's Training Procedures and functional papers describing the responsibilities of each of the four OIT divisions.

The Workshop program was planned around four specific objectives. The Office of International Training chaired the first day's sessions to brief the FSAs on OIT functions and services, and to present them with up-to-date information on OIT/A.I.D. regulations and procedures. The Foreign Student Advisers took over the chair on the second day to describe their role and function with respect to all foreign students, and the services they are performing for A.I.D. participants. Presentations were kept brief in order to accomplish the fourth objective, which was a continuous exchange of information designed to clarify obscure points of procedure, and to produce suggestions for solution of commonly encountered problems with participants. A number of the issues defined by the conferees are included in this publication in the section on "Some Matters of Common Concern".

At the conclusion of two full days of candid discussion, all of the conferees agreed that the Workshop had successfully laid the groundwork for improved continuity in communication between the Office of International Training and the attending FSAs. Although differences of approach were expressed frankly, the general consensus was that the personal rapport developed at such face-to-face meetings, and continued efforts to improve communications would contribute greatly to more effective working relationships.

Several recommendations were made during the Workshop as to how NAFSA and A.I.D. could continue the progress made toward closer cooperation. While still under consideration, it is hoped that at least two of these will be achieved within the next year, – the establishment of a NAFSA-A.I.D. liaison committee, and a second workshop for FSAs from other academic institutions.

THE OFFICE OF INTERNATIONAL TRAINING

Serving as a link between A.I.D. field missions and the training facilities, the Office of International Training is responsible for the training of all foreign nationals under A.I.D. sponsorship (except those for which the Office of Public Safety has primary responsibility).

Under the Director, who reports to the Administrator of A.I.D., and the Deputy Director, there are four major elements each headed by an Assistant Director: the Policy Planning and Evaluation Staff; the Program Division; the Training Support Division and the Administrative Division.

The *Policy Planning and Evaluation Staff* is responsible for long-range planning and for evaluation of on-going programs. The policy planning unit, comprised of five professional officers with broad and diverse A.I.D. and training experience, prepares position papers on major priority operational policy issues. Recommendations are made to the Director concerning such matters as specialized participant training needs, potential training resources in the private sector, and trends in substantive fields of foreign assistance that are pertinent to the training program.

The Evaluation and Follow-up Unit collects data on the main factors influencing participant satisfaction with his training program. An exit interview program, conducted through a contract with the Development Education and Training Research Institute (DETRI) at American University, enables the Office of International Training to determine from participant assessments needs for improvement in training programs. The Unit also engages in special evaluations of particular programs, such as Pre-Academic Workshops, Washington International Center Orientation and the Michigan State University Communications Seminar.

The follow-up program is aimed at assisting returned participants in extending and transmitting to others the knowledge and values acquired during their training. The Unit assists the USAID Missions in their follow-up activities by supplying materials such as participant directories and certificates of achievement, by encouragement of participant alumni associations, and by providing guidance based on annual follow-up reports submitted by the Missions.

Responsibility for the actual development and implementation of a participant's training program rests with the *Program Division,* which is comprised of three Regional Branches (East

Asia-Vietnam, Africa-Near East/South Asia, and Latin America) and a Multi-regional Branch. The International Training Specialists are well informed concerning the participant's country, experienced in developing training programs and knowledgeable about quality and availability of U.S. training resources and facilities. Guided by the Project Implementation Order (PIO/P) which states the training objectives as envisioned by the USAID and the participant's country, the ITS may arrange a program directly through business firms, universities, or other facilities in the private sector. In many fields of activity training can best be provided by another U.S. government agency. Some programs, therefore, are "farmed out" to "participating agencies", such as U.S. Department of Agriculture, Labor, Department of Health, Education, and Welfare, etc. A participant may be brought to the U.S. for one of four types of training: academic, specialized, observation, or on-the-job, or for a combination of these. The type of training generally determines the length of his stay.

The Program Division also has responsibility for participants whose training is arranged under a contract between the home country and a U.S. institution. As required, assistance is given on such matters as insurance claims, visa extensions and waivers, and counseling on personal problems, and with the recent establishment of the Contract Participant Branch, these responsibilities will increase.

Established in August, 1969, the *Training Support Division* centralizes under one head services which are complementary to a participant's technical training program. Within the Division are an Orientation Branch, a Counseling Branch, and a University and Community Relations Branch.

The Orientation Branch arranges and monitors several programs, including port-of-entry reception of arriving participants; orientation programs at the Washington International Center, within OIT and at the participating agencies; pre-academic workshops conducted by The University of Hawaii, Georgetown and George Washington Universities; the Mid-Winter Leadership Training Seminars, and the Michigan State University Workshops in Communication of Skills and Ideas.

Professional counselors in the Counseling Branch deal with emergencies which can jeopardize the success of a participant's training program. They are available to give guidance and assistance to training program officials and participants in situations such as a participant's illness or injury, death, misconduct,

financial distress, arrest, immigration problems, and social, academic or environmental maladjustment.

Included in the University and Community Relations Branch are the Academic Advisory Staff, and the University and Community Relations and Training Information functions. The Adacemic Advisory staff provides advisory services to professional staffs in OIT, the participating agencies, regional bureaus and the USAIDs regarding the selection, admission, placement and enrollment of A.I.D. participants in U.S. universities and colleges. This includes interpretation of academic credentials from cooperating countries in terms of the educational system in the U.S., and recommendation regarding appropriate placement of participants in U.S. educational institutions. The staff also provides supervision and support services for all English language training, tests and materials developed for A.I.D. participants.

The University and Community Relations function is the focal point in the Office of International Training for liaison with NAFSA/COMSEC, COSERV (National Council for Community Services to International Visitors), and other volunteer community groups or private citizens who provide A.I.D. participants with opportunities to become acquainted with American families, to meet informally with leaders in their professional fields, and to participate in community activities and observe citizen participation in civic affairs. A film loan service for the OIT films, "Friends At My Door" and "A Task to Share", and the A.I.D. Certificate of Cooperation award program are also responsibilities of this unit.

An Information Officer in the UCR Branch services requests for participant training information, including Congressional and public correspondence.

The *Administrative Division,* with three branches, a Financial Management Branch, a Participant Services Branch and a Management Analysis and Statistics Branch, handles a multitude of diverse activities. In addition to its responsibility for OIT administrative services and personnel matters, the Division, through its Financial Management Branch, conducts budget, contract and financial review operations of the Office of International Training. Statistical data on the scope and operation of the total participant training program is compiled by the Management Analysis and Statistics Branch, which publishes annual, quarterly, monthly and special reports. The Participant Services Branch provides a number of important support services for A.I.D. participants, including visas, health insurance, forwarding services,

travel arrangements and interpreters. The Administrative Division, in short, provides essential backstopping for the other divisions in OIT, not the least of which is the development of procedures and manual orders governing the operation of the participant training program.

THE FOREIGN STUDENT ADVISER AND THE INTERNATIONAL STUDENT

In 1948, the number of Foreign Student Advisers in our universities was large enough to justify the founding of the National Association of Foreign Student Advisers (now changed "for Foreign Student Affairs"). In the following twenty-two years, as the number of foreign students throughout the United States has steadily increased, so has the influence of this Association grown, so that today, every major university in the country has one or more Foreign Student Advisers and even small colleges, with few foreign students, have someone designated for that duty. In the questions and answers of the Workshop, the Foreign Student Advisers expressed their own concept of their role and their responsibilities.

Success in their work depends largely on the cooperation they get from the faculty and members of the administration and on the strength of their own influence in their institutions. This, of course, varies very greatly from campus to campus and their work does not always get the recognition and support it should have. But the things they have to do and the problems with which they deal are broadly similar everywhere; and the close relationship with colleagues from other universities within the National Association for Foreign Student Affairs, fosters a remarkable degree of camaraderie that confers on them an air of professionalism, brings comfort to those who have to suffer administrative frustrations and helps those who are bewildered by inexperience.

Foreign Student Advisers come from diverse backgrounds and different disciplines. A few universities, for example, Boston and Oregon State, have created degree programs of training in Foreign Student Advising; but it seems probable that the relatively limited opportunities for full time employment in this field will restrict their use. Programs with a wider scope, for training in student personnel administration, with internship or practicum in the office of a foreign student adviser, are encouragingly popular. It has been said that foreign student advising is not a discipline, but a vocation; and that academic training of itself alone will not make a good Foreign Student Adviser. They can, of course, improve themselves and their work by academic studies; and recommendations on appropriate courses have been made by the Council of Personnel Associations in Higher Education; but

nothing surpasses the excellent work done by the Field Service Program of the National Association for Foreign Student Affairs in broadcasting a knowledge and understanding of the needs of foreign students and of the means and skills wherewith to meet them. By the use of workshops, conferences, consultations and on-the-spot training visits, the Field Service Program has widened the experience and knowledge not only of Foreign Student Advisers, but of many others, Admissions Officers, Teachers of English as a Second Language, and Community workers, who are concerned with the foreign student.

The duty of the Foreign Student Advisers is to promote the well-being of all the foreign students in their universities. Without being presumptuous, they will state that their concern for the foreign student is all-inclusive, because every aspect of the student's life may have a bearing on his educational experience and his academic success. The Foreign Student Advisers are not usually academic advisers but much of what they do is interwoven with the academic work of the student, to whom success is sometimes crucially important. If the student seems to place undue importance on the insignia of success, let us remember the great cost of his investment of wealth and ambition and enterprise to enable him to seek his education in an alien culture and in a language not his own. Remember too, that if he does fail, it is generally because of some handicap such as language difficulties and poverty. Not always. Foreign students, like American, have their share of wastrels. Knowledgeable Foreign Student Advisers see these things more clearly than many other people in the university, because they are most likely to see and to understand the different sides of a student's affairs. But how much can Advisers know about each of their foreign students? They depend for information on what the student tells them and probably know little about many of the students. But even if it is not possible for most Foreign Student Advisers to have detailed knowledge of many students they can hope for a relationship of confidence by creating an environment in which the student feels at ease. Basic information is obtained by routine, and gradually this expands with increasing acquaintanceship. In this environment, the students who are known attract others and they in turn extend the sphere of influence.

Although responsible for many administrative duties which directly affect the individual student, the Foreign Student Advisers generally have no power to discipline students, nor

authority over them except such as derives from their personal influence. They may report a student to others such as a Dean or the Immigration Office, but for minor delinquencies it is much more likely that the latter will report the student to the Foreign Student Adviser who, in spite of the lack of sanctions, sometimes is the only person who can effectively admonish a wrongdoer. The services of these Advisers are available to all foreign students, but inevitably, a few require much attention, while most appear to need little or none. However, no one knows when one of the many may become one of the few.

It is not surprising that Foreign Student Advisers insist that their first responsibility is to the student and it is in this light that they see the A.I.D. participant. Others may see the participant differently; as a subject of arrangements between two Governments; an apprentice indentured, who has signed away his freedom of choice. But the A.I.D. International Training Specialist and the Foreign Student Adviser both know how the other sees the A.I.D. participant – or, at least, they can know, if they will talk to each other – and they are quite able to appreciate each other's point of view. In dealing with the affairs of the A.I.D. participant it is reasonable to expect that the Foreign Student Advisers will cooperate readily with the International Training Specialists when both know that they share a common interest in the success of the participant and his program: but the offer to share the common interest must come from the A.I.D. officers in the form of information about the participant.

The Foreign Student Advisers' most general role is that of interpreter. It falls to them to interpret and explain the academic, the social and the national environment in which the foreign student finds himself when he is in an American university; and to interpret the foreign student to people on the campus and in the community. They are often needed to explain the student's point of view, his wishes, or his circumstances to a professor or a sponsor or a landlord or a loan office. Sometimes they are needed as a middleman to communicate between the professorial specialist and an International Training Specialist who may be far away in Washington. To be good interpreters for A.I.D. to participant, faculty, or university, the Foreign Student Advisers must be well-informed. The better informed they are, the more able they will be to make sure that others know and understand the regulations, and the reasons for those regulations, which govern a participant and his program. Even if the Foreign Student Advisers

are not always the most important contacts, it pays to keep them informed.

MATTERS OF COMMON CONCERN

In the course of the Workshop, views were exchanged and information given on a number of miscellaneous matters which, in varying degree, affect the A.I.D. participant or his training program. Since these issues are of interest to other university personnel working with A.I.D. participants, some of them are included in this section.

PIO/P

The Project Implementation Order/Participant (PIO/P), which sets out the objectives of the participant's program, is sent usually to the Admissions Office or to some other contact designated by the university. While some Foreign Student Advisers receive copies from their Admissions Offices, or from the program officer, it was disclosed that many FSAs never see the PIO/P. Since this information could be very useful, the Office of International Training will consider providing the FSA with a copy of the PIO/P after the student has been admitted.

Orientation

Under the supervision of the Orientation Branch, Training Support Division of the Office of International Training are several orientation programs designed to ease an A.I.D. participant's adjustment to his new environment. Almost every non-contract participant experiences two or more of the following programs.

- Pre-departure briefing in the participant's country
- Reception at port-of-entry
- The one week orientation and briefing at the Washington International Center, Meridian House, and in A.I.D. headquarters.
- The two week pre-academic workshop at Georgetown University or George Washington University.
- The popular "Christmas Program", largely a community activity, for some 1,000 participants in 25 centers.
- The campus program of the participant's university.

In addition, towards the end of their program, some 1,500 participants attend the special one-week Michigan State University Seminar on Communications. A.I.D. encourages participation by contract participants in both the communication seminar and the W.I.C. orientation program. There is no fee for either, but travel

expenses would have to be paid from contract funds.

Foreign Student Advisers would be welcome at the M.S.U. Communication Seminar, but would have to provide their own expenses and be willing to participate in the full program.

The university campus orientation programs are valuable, but their dates being varied or unknown, A.I.D. is unable to ensure the arrival of a participant at his university in time to attend. It would be helpful if the universities would send the A.I.D. contact a drop copy of any correspondence they have with a participant concerning the date of the campus orientation program. The Academic Advisory staff of OIT's Training Support Division would like to receive copies of the information booklet which is sent to new foreign students, which could be used as reference material by the International Training Specialists.

English Language Testing and Training

Present A.I.D. policy requires that a participant be ready to undertake a full-time academic program on entry to the university. A.I.D. uses the established bi-national centers and other facilities abroad and supports the American Language Institute of Georgetown University to bring the participant's knowledge of English up to the required standard.

In response to an inquiry comparing TOEFL, the Test of English as a Foreign Language, with the test of ALIGU, the American Language Institute of Georgetown University, it was explained that the ALIGU test may be given in overseas missions at any time of the year while the TOEFL test is limited to certain times and certain centers. If a university requires TOEFL and circumstances permit the participant to take it, A.I.D. will arrange for him to take it. A comparative study of the two tests has recently been made by A.I.D. and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Depending on the results of the study, further consideration may be needed of whether a participant should undertake an intensive study of English while engaged in an academic program.

Housing

A.I.D. participants share with other students the problem of housing. Only early application can reserve campus accommodation, which is generally in dormitories. Most foreign students

prefer to live in apartments on a cost-shared basis, which cannot usually be reserved before arrival. The best that most newcomers can expect is the help of the Foreign Student Adviser and of fellow students in the search for lodgings.

Per Diem Allowance

The per diem rates paid by A.I.D. are related to the annual survey of living costs made by the Institute of International Education, but are relatively higher than those paid by I.I.E. A.I.D. will always consider advice and information provided by appropriate university officials, including the Foreign Student Adviser, in support of proposal for local changes.

Payment of Monthly Checks

When payment of his monthly check is delayed, it is generally because the participant has not reported a change of address. It was suggested that checks might be sent through the Foreign Student Adviser as a way of coordinating their distribution. The procedure might also have the advantage of establishing regular contact between FSAs and participants.

Dependents

A.I.D. does not encourage dependents to accompany participants during their training in the United States, but the question is now being re-studied. One viewpoint held by a number of conferees was that a participant should be on campus for one semester or term to see how he adapts, and so that he will be aware of the cost of living and the housing situation before his dependents are permitted to join him.

Medical Insurance

Health insurance is at present limited to $1,000. Although this sum may sometimes be inadequate, the cost of raising the limit to $3,000 would far exceed the amount of claims that have been submitted in excess of $1,000. A.I.D. is studying methods of meeting exceptional expenses. The problem of delay in payment of medical and hospital charges, however, can best be avoided by reporting a participant's illness promptly to A.I.D.

D.S.P. 66 -- (Certificate for Exchange Visitor Visa)

The issue of duplicate copes of the DSP-66, hitherto discouraged by A.I.D., will be reconsidered on the representation of several Foreign Student Advisers whose participants sometimes wish to visit Mexico or Canada. A.I.D. also agreed to look into the possibility of multiple entry visas, which would be more convenient than single entry visas.

Use of Motor Vehicles

Participants are made aware of the responsibilities of owning and operating motor vehicles, including motor scooters. They are advised on the liabilities of ownership, the observance of local laws and regulations, and the consequence of breaking those laws.

Misconduct

Just as the A.I.D. participant enjoys the same basic civil and procedural rights as an American citizen, he also is subject to the same laws and penalties. He is made aware that serious breaches may result in termination of his program. In addition, he must bear in mind that the completion of his training program is the essential purpose of his visit to the United States and that A.I.D., as his sponsor, is the arbiter as to whether his activities are in keeping with the purposes of that program. Should such a question arise, several considerations may be involved, such as the attitude of his university or the attitude of his own government. Occurences will be treated case by case; but procedural guidance is given in Training Procedure No. 53 (T-1382.4).

Practical Training

It is recognized that practical training is difficult, sometimes impossible, to arrange. A.I.D. favors the inclusion of actual practical experience in a participant's academic program provided that it is in the particular field in which he will be working in his own country, and which is directly related to the degree he will acquire. Practical training, however, should be undertaken within, rather than after, the period of academic training, and should not be considered employment in the usual sense. The participant would continue to receive per diem, and should not be paid wages.

Social and Cultural Experience

A.I.D. is especially concerned that the participant should have opportunities to meet American families, to participate in campus and community activities, and to observe American social and political processes at work in the hope of encouraging the development in his own country of popular participation in government and politics. Foreign Student Advisers are urged to seek these opportunities with the cooperation of their local organizations.

The participant's interest in the affairs of his own country can be encouraged by newspapers which A.I.D. or his Embassy might be able to provide, and by newsletters and visitors from his Embassy or Consulate. Local community organizations, such as COSERV (the National Council for Community Services to International Visitors), as well as A.I.D. itself, can be a useful source of contact with short-term foreign visitors who can be invited to the university to meet students from their own countries and their faculty advisers.

The relationships between Foreign Student Advisers and Faculty Advisers, or with local industry or the local community, vary so greatly that no generalization can be made, except that all of them could contribute to the success of a participant's program and that efforts should be made to achieve good relationships.

A participant's experience can sometimes serve as a guide to the quality of the resources and activities on the campus and in the community. His impressions and recommendations related at his exit interview can often be helpful to his International Training Specialist and to the Counseling Branch of the Office of International Training.

Exit Interview and Follow-up

Before departure from the United States, many participants are interviewed at the Development Training Research Institute (DETRI) at the American University. In this "exit interview" the participant relates his impressions, experiences and recommendations. The data collected from these interviews is used by the Policy Planning and Evaluation Staff of the Office of International Training to evaluate the program. The staff is also concerned with a follow-up on the participant's progress after his return home, to try to insure that the benefits of his training are utilized as widely as possible.

Only 7 percent of A.I.D.'s contract participants come to DETRI before departure. A.I.D. would like to see the number increased, and is encouraging contractors to schedule their participants for this program.

COOPERATION IN INTERNATIONAL TRAINING

A.I.D.-University Relationships

The complexities of dealing with different people in many different universities present a problem that creates difficulties for the Office of International Training. The Office of International Training must be guided by the university's advice as to the appropriate contacts in the university, and each differs from the others. A procedure that is ideal for one may be quite inapplicable in a hundred others. So A.I.D. has to devise its procedures as best it can. It can direct its own dealings with scores of disparate institutions, but it cannot direct them into uniformity.

Even in the universities where A.I.D. has a campus coordinator, an arrangement that has been highly commended, A.I.D. can appropriately seek the help of the Foreign Student Adviser and the participant's Academic Adviser, whose interest and cooperation can be invaluable. In addition to these advisers, A.I.D. has other agents or cooperators. Within the university itself are the administrative officers, admissions, finance, housing, and Registrar, whose functions (e.g. the production of grade reports or transcripts) are of great importance. Outside the campus, workers in the community services and local industries may also be cooperators. A.I.D. has not attempted to acquaint these persons with each other, but would welcome any means of coordination among them. A step in this direction would be the cultivation of their interest and cooperation by the exchange of information; for just as the Foreign Student Adviser is anxious to have information from A.I.D. about the participants, so is A.I.D. eager to get information about the participants, and about new developments, facilities, and innovations in the university and in the community.

Among the suggestions which were made for improvement of coordination within the university were: (1) that the Foreign Student Adviser should contact the International Training Specialist and request information; (2) that the participant should bring to the Foreign Student Adviser a copy of his PIO/P; (3) that A.I.D. should work through the Foreign Student Adviser entirely, even in original negotiations for admission; and (4) that A.I.D. should send copies of all their correspondence concerning the participant to the Foreign Student Adviser. Of all of these, the last appears most likely to achieve the optimum uniformity in the varied circumstances of many different universities, and has the promise of some success from the precedents of the Institute of

International Education and the African-American Institute. It was repeatedly stressed that one document, the PIO/P, should be sent to the Foreign Student Adviser, whether or not he is known to be interested in getting it.

Service Fee

A suggestion that A.I.D. might improve the service given to its participants by the payment of a per capita fee to the Foreign Student Adviser's Office was not unanimously supported. However, A.I.D. is willing to consider any specific proposal on these lines. The suggestion also opened the way to ideas of NAFSA providing centralized service, of which the Directory is a good example, through its Newsletter or the Field Service Program.

Counseling

Another area which would benefit from more cooperation and coordination is that of counseling of the participants. Within the Training Support Division, the Counseling Branch provides preventive and corrective counseling services for the participant, especially in relation to his social circumstances such as illness or problems of adjustment. Their early cooperation should always be sought by others having any concern for the participant. In emergencies a counselor may be reached at any hour through the A.I.D. Duty Officer in the Department of State.

Others who are more frequently involved in counseling the participant are his International Training Specialist in A.I.D., his academic adviser in the university, his Foreign Student Adviser and, if there is one, the A.I.D. Campus Coordinator. These advisers sometimes have different points of view concerning the participant's program or his obligations. For example, they may differ on whether encouragement should be given for the extension of a program beyond its original objective. In any event, the question of an extension must be referred by the International Training Specialist to the USAID in the participant's home country for approval or disapproval. Such differences which may create serious disharmony can be best avoided if the counselors concerned strive for mutual understanding and cooperation by a generous sharing of information. This can be of greatest value when all three meet together.

Reports

The need for coordination was brought out in the discussion of the ways reports are submitted on participants. It appears that cooperation between the Registrar, the Faculty and the Foreign Student Adviser varies greatly from campus to campus.

Foreign Student Advisers can try to promote better understanding and cooperation with faculty advisers and teachers by sending them notes about the foreign students they advise or teach. Where there are only a few A.I.D. participants, it would be helpful if they could arrange to meet the faculty members who are expected to report to them.

A.I.D. sends each participant a monthly location report that is signed by the Academic Adviser for the participant. A.I.D. also receives academic reports each quarter or semester from the Academic Adviser. It was suggested that A.I.D. might emulate the practice of the Institute of International Education in distributing these report forms through the Foreign Student Adviser. Those at the Workshop made it clear that they do not wish to intervene in a procedure merely for the sake of intervention, and their reluctance is heightened by the prospect of transmitting reports every quarter or term. Said one, "I'd like to do what I can to be helpful without assuming all the burdens of the campus." Nevertheless, it is agreed that any reasonably convenient means of keeping the Foreign Student Adviser informed of the academic report is of potential value to A.I.D.

The importance of the grade report is obvious. The uncertainty of receiving it promptly at the end of the term brought the suggestion that participants should be directed to provide the Registrar with an authorization request at the end of each semester to send the grade report to A.I.D. The Office of International Training has agreed to examine the procedure for routing the Academic Report form so that the Foreign Student Adviser may see it.

Conclusion

The Workshop provided an opportunity for the Office of International Training to state and explain its policies and procedures, and its expectations from the universities; for the Foreign Student Advisers to make their comments and suggestions; for the examination of particular features of policy and practice that are of mutual concern; and for the exploration of

ways to increase cooperation.

Although formal recommendations were not made at the Workshop, the following suggestions were advanced:

- that O.I.T. examine the possibility of using multiple entry visas;
- that O.I.T. consider proposals for local changes in the per diem allowance if well documented;
- that O.I.T. try to inform Foreign Student Advisers about policies and procedures, about Christmas programs, and about foreign visitors in the United States;
- that O.I.T. consider specific proposals for the payment of a fee for Foreign Student Adviser types of service;
- that the universities try to provide information which may be of interest to O.I.T. (e.g., the brochures which are sent to new foreign students); and to suggest any means of centralizing channels of communication;
- that, similarly, O.I.T. and the Foreign Student Advisers try to improve the distribution of information, submission of reports, and consider improvements in the forms used for these purposes.

Requests for additional information on A.I.D. procedures or regulations with regard to participant training may be addressed to:

The Assistant Director for Training Support
Office of International Training
Agency for International Development
Washington, D.C. 20523

PROGRAM

Monday, November 17 -- MORNING SESSION

Chairman
Samuel E. Belk, III
Agency for International Development

Co-Chairman
Eugene Chamberlain
National Association for Foreign Student Affairs

8:30 -- 9:30 a.m. — **REGISTRATION AND COFFEE**

9:30 – 10:15 a.m. — **WELCOME, ANNOUNCEMENTS AND INTRODUCTIONS**

Samuel E. Belk, III, Assistant Director for Training Support, Office of International Training, Agency for International Development

GREETINGS

Dr. Martin M. McLaughlin, Deputy Director, Office of International Training, Agency for International Development

Eugene Chamberlain, Foreign Student Adviser, Massachusetts Institute of Technology

PRESENTATION

The Dynamics of Participant Training

Dr. Martin M. McLaughlin, Deputy Director, Office of International Training, Agency for International Development

10:15 – 10:30 a.m. — **COFFEE**

10:30 a.m. – 12:00 Noon **PRESENTATION**

OIT Programming Procedures and Relationships with Participating Agencies

Dr. Thomas C. Irvin, Assistant Director for Program, Office of International Training, Agency for International Development

DISCUSSION PERIOD

12:00 Noon – 1:15 p.m. **LUNCHEON RECESS**

Monday, November 17 – AFTERNOON SESSION

Chairman
Dr. Martin M. McLaughlin
Agency for International Development

Co-Chairman
Eugene Chamberlain
National Association for Foreign Student Affairs

1:15 - 3:00 p.m. **PRESENTATION**

OIT's Training Support Division Functions

Samuel E. Belk, III, Assistant Director for Training Support Office of International Training, Agency for International Development

DISCUSSION PERIOD

PRESENTATION

OIT's Policy Planning and Evaluation Functions

John F. Lippmann, Assistant Director for Policy Planning and Evaluation, Office of International Training, Agency for International Development

DISCUSSION PERIOD

3:00 – 3:15 p.m.	**COFFEE**
3:15 – 5:00 p.m.	**A.I.D. PANEL DISCUSSION** *OIT/A.I.D. Regulations and Procedures on Problem Areas* Chairman: Dr. John B. Stabler, Education Specialist, Office of International Training Panel: James C. Johnson, Assistant Director for Administration, Office of International Training Otto Schaler, Chief, Multi-Regional Branch, Program Division, Office of International Training John W. Grissom, Chief, Counseling Branch, Training Support Division, Office of International Training E. Theodore Mogannam, Program Development Officer, East Asia/Vietnam Branch, Program Division, Office of International Training
5:30 – 7:30 p.m.	**RECEPTION**

Tuesday, November 18 – MORNING SESSION

Chairman
Eugene Chamberlain
National Association for Foreign Student Affairs

Co-Chairman
Samuel E. Belk, III
Agency for International Development

9:30 – 10:30	**NAFSA PANEL DISCUSSION** *The Relation of the FSA and his University to the Objectives of A.I.D.* Chairman: Eugene Chamberlain, Foreign Student Adviser, Massachusetts Institute of Technology Panel: David Utley, Director, International House, University of Chicago Homer Higbee, Assistant Dean, Office of International Programs, Michigan State University Jack Burke, Director, International Students Services, University of Houston
10:30 – 10:45 a.m.	**COFFEE**
10:45 a.m. – 12:00 Noon	**CONTINUATION OF PANEL DISCUSSION**
12:00 Noon – 1:15 p.m.	**LUNCHEON RECESS**

Tuesday, November 18 – AFTERNOON SESSION

1:15 – 3:00 p.m.	**JOINT NAFSA-A.I.D. PANEL DISCUSSION** *Continuation of discussion of panel topics* Chairman: Hugh Jenkins, Executive Director, National Association for Foreign Student Affairs Panel: Marvin Baron, Associate Foreign Student Adviser, International House, University of California Edward Carpenter, Director, Office of International Services, University of Washington

Eugene Smith, Foreign Student Adviser, University of Colorado

Miss Viola Brothers, Program Development Officer, Latin America Regional Branch, Program Division, Office of International Training, A.I.D.

William Parker, Program Development Officer, East Asia/Vietnam Regional Branch, Program Division, Office of International Training, A.I.D.

Thomas J. O'Brien, Program Development Officer, Africa Regional Branch, Program Division, Office of International Training, A.I.D.

3:00 – 3:15 p.m. **COFFEE**

3:15 - 4:30 p.m. **CONTINUATION OF PANEL DISCUSSION**

4:30 – 5:00 p.m. **CLOSING REMARKS BY NAFSA AND A.I.D.**

Eugene Chamberlain, Foreign Student Adviser, Massachusetts Institute of Technology

Dr. Martin M. McLaughlin, Deputy Director, Office of International Training, Agency for International Development

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